**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| I will use minute math every morning to review. If needed I will also you the Daily Spiral Review provided by EnVision. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. I will use a flip chart to introduce each new vocabulary word. I will give each student two full sheets of white paper and have them fold them in half leaving a one inch spacing. Staple to two papers together. Label the top paper vocabulary words for topic 5-1. I will have them write down each word on the flap and the definition of the word on the same page, but so that its covered by the top flap above it. 2. Share with pairs about where they have heard vocabulary words in situations and if they know the meaning. Decide together what the response from pair should be and write them down. Write a situation that would require you to use vocabulary word. Randomly call on students to give pair answer. Teacher verbally checks for understanding by asking questions using vocabulary definitions and have coral response for vocabulary word. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Using the base 10 manipulatives to help you solve the basic math facts. Count out the tens using base 10 blocks then divide by 2’s. You then correlate that with building on the zero’s at the end. (ex. If 18/9=2, then 180/9=20) Then think about it using other multiples of 10. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw a problem out using multiples of ten to group in base 10 and divide by various divisors. You can also draw out array’s to see numbers grouped together using base 10. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  For this lesson I would have the practice sheet with the enrichment sheet on the back for the students who understand the concept without extra help. For the students who need more help I would have a small group meet with me and we would work on the reteaching practice sheet. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have students complete the quick check at the end of lesson to assess if the concept was understood. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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